

Evaluation to support learning

The evaluation process of the 7th - 9th grade
(Third Cycle) of *Educatodos*

*Incluye un resumen ejecutivo
en español*

Improving Educational Quality

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Preface

In the year 2000, the Improving Educational Quality Project (IEQ) initiated a research program to assess the experience of the *Educatodos* project, an alternative for the delivery of basic education services for young people and adults, which stimulates integral learning through a combination of texts and audio. The experience of *Telebásica*, a program executed under the responsibility of *Educatodos*, designed to enhance the quality of the Basic Education Centers and which makes use of television and video as pedagogical aids, was also assessed.

The priorities of the research study were defined in cooperation with Jane Schubert, Director of Projects of the IEQ Office in Washington, and Carmen Siri, IEQ Director in Honduras.

The studies have centered on the curricular proposal and the assessment of the impact of *Educatodos* in priority areas which are key to the future of the Honduran educational system, the main concern of the government, the civil society, non-government organizations and cooperation agencies. Following are some of the results of the assessment of *Educatodos* from the onset of its activities in 1995:

1. Honduras should use alternative systems for the delivery of educational services, such as *Educatodos*, to complement the expansion of the traditional school system in order to achieve the target that 70% of the population must have completed nine grades of basic education by the year 2015.
2. *Educatodos* is preparing students whose performance in mathematics and communication skills compare or exceed those of the regular school system.
3. As important is the fact that both *Educatodos* and *Telebásica* have significantly changed the perception that the participants had of themselves, particularly women, enhancing their self-esteem and encouraging them to perform a more active role in their communities, helping them to develop positive values for the construction of their future.
4. In relation to the economic impact, there is solid evidence that many participants who have completed one or more grades through these programs are capable of improving their level of income through the generation of self-employment or by working for others. Their capacity to generate self-employment is crucial, as the importance of the informal sector in Honduras is frequently ignored in statistics and development plans. Particularly important is the motivation of the women who participate in this modality.

5. The cost per participant in Educatodos is roughly one third of the cost of a student in a traditional school, even taking into consideration the cost of the physical infrastructure.
6. Educatodos attracts a large number of volunteers, the majority of whom is active in other community-based organizations. A recent survey indicates that the team of volunteers is sufficient to cover the expansion needs of the program's coverage.
7. In relation to curriculum, both Educatodos and Telebásica offer innovative experiences for the participants, and its flexibility allows the students to adapt them to their own learning environment. Educatodos uses horizontal thematic axis based on activities which the students are involved in, while Telebásica uses a teaching methodology similar to the formal system, dramatized through excellent quality video modules.
8. The results of the seventh grade program introduced by Educatodos in 2001 show that this modality will work as well in this level as it did in 1995, with the first to sixth grade program. Since eighth and ninth grades will be introduced in 2002 and 2003, respectively, the demand for this level will increase substantially.

In the course of the years, I have worked with alternative educational systems in many countries. Educatodos is by far the most efficient, best managed and best founded I have seen. Since the experimental pilot phase is coming to an end, the possibility of making this effort sustainable is being looked into. The key factors being considered are:

- a) the centralization of the organization and structure
- b) the mobilization of resources for main activities and for different levels of expansion, and
- c) the establishment of long-term relationships with the government, non-government organizations, financial institutions and other alternative education systems in the country.

I am sure that these studies will provide valuable information for the parties and institutions involved and committed with the future of the education in Honduras.

Seth Spaulding
Professor Emeritus, University of Pittsburgh
Policy Studies Consultant
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Executive summary

An unique attribute and an innovation in the 7th - 9th grade program of *Educadores* is the central role that evaluation has played in support of learning. Evaluation (assessment of learning) is embedded throughout the curriculum to reinforce learning as it occurs and to assure that participants reach mastery of curricular objectives. Evidence from this evaluation, obtained through a simultaneous pilot implementation, was invaluable in supporting and improving program development. This and results from various other forms of evaluation used in program development and implementation provide evidence of the accreditability of the *Educadores* program to provide services at the lower secondary level in Honduras.

The purpose of this document is to provide the information necessary to demonstrate the quality and thereby the accreditability of the 7th - 9th grade program. Although there is no formal program accreditation process in Honduras, criteria drawn from the accreditation processes used in other countries are applied. The report includes descriptions of the target population, the alternative modality used to deliver the curriculum, the strategies and alliances that support *Educadores*, and the legal authorization and agreements that accredit the program within the Secretary of Education in Honduras. Also provided are the bases that provided the foundation for the elaboration of the curriculum, likewise the philosophy and evaluation strategies that supported program development. These elements of the report focus on formative program evaluation and “quality assurance” in terms of the development of the curriculum and its system of delivery.

A second section of the report describes the processes used for evaluating participant learning and the criteria used for determining that a participant has met the requirements for each grade level. The *Educadores* program is part of the Secretary of Education and serves as one of the officially authorized programs of formal education in Honduras. As in traditional programs, the *Educadores* program includes a process for evaluating participant learning and determining which participants meet the requirements for successfully completing one grade level and promotion to the next grade level. The report describes the process whereby participants in the program are evaluated for purposes of certification that is recognized within the country as evidence of 7^o - 9^o grade learning—acceptable for continuation in *Educadores* or for re-entry to the traditional education system. The process that was developed is innovative because it seeks to go beyond traditional assessment without compromising the standards participants must meet to receive certification.

External and internal investigations of the program impact on learning were conducted to further assure the accreditability of the program. Sample results from

internal analyses of program impact are provided as are results from an external evaluation conducted by the External Evaluation of Educational Quality Unit (UMCE: *Unidad Externa de Medición de la Calidad de la Educación*) of the National Pedagogical University “Francisco Morazán”. Most notable are the comparisons made by UMCE of the academic performance of participants completing 7th grade in Educatodos with the performance of students completing 7th grade in traditional schools. In general terms, results from the pilot and expansion centers of Educatodos were equivalent, and in some cases participants from the pilot centers outperformed those from the other programs. These results demonstrate the success of the lower secondary program of Educatodos with its innovative curriculum, adapted to the necessities of its participants and the community and they suggest the potential of Educatodos to contribute significantly to improving the education level of the population, and thereby the human development of the country.

Evaluation as incorporated in the Educatodos 7th - 9th grade program is not static. The report concludes with recommendations for continuing to use evaluation to improve the program and strengthen learning.

Resumen ejecutivo

Educatodos es una modalidad alternativa de entrega de servicios de educación básica formal, creada mediante un convenio entre el Gobierno de Honduras, a través de la Secretaría de Educación, y el Gobierno de Estados Unidos, representado por la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID). Los estudios realizados bajo esta modalidad cuentan con certificación oficial, válida tanto para Educatodos como para el sistema tradicional. El currículo de Educatodos cuenta con un proceso novedoso de evaluación, que no sólo cumple con los estándares del sistema tradicional, sino que además garantiza la evaluación continua en el marco de un currículo adaptado a la realidad y las necesidades de los participantes. En esta perspectiva, el proceso evaluativo desempeña en Educatodos un papel central en el fortalecimiento del aprendizaje.

El presente informe proporciona información que demuestra la acreditabilidad del Tercer Ciclo de Educatodos como currículo válido para todas las modalidades de educación básica en Honduras. Aun cuando en el país no existe un proceso institucionalizado de acreditación de programas educativos, se aplican los criterios utilizados internacionalmente con este propósito. El presente estudio contiene información sobre la población atendida, la modalidad alternativa de entrega, las características innovadoras del currículo y la estrategia de alianzas implementada. Se describe el marco legal, específicamente los convenios que acreditan a Educatodos, así como su filosofía y las estrategias de evaluación continua para el desarrollo formativo. Estos elementos garantizan la calidad y validez de la propuesta curricular. Asimismo, se describen los procedimientos de certificación oficial de los logros de los participantes y los criterios utilizados para decidir si éstos han cumplido los requisitos de cada grado para ser promovidos.

Por otro lado, se proporciona evidencia del impacto de Educatodos en términos de aprendizaje. Se incluyen los resultados de las evaluaciones internas y un resumen de los hallazgos de una evaluación externa, realizada por la Unidad Externa de Medición de la Calidad de la Educación (UMCE) de la Universidad Pedagógica Nacional “Francisco Morazán” (UPNFM).

Son notables los resultados del estudio comparativo realizado por UMCE entre los logros académicos de los participantes de Educatodos y los alcanzados por estudiantes del sistema tradicional. En términos generales, los centros piloto y de expansión de Educatodos presentaron rendimientos equivalentes a los de las escuelas regulares, y en algunos casos los centros piloto lograron rendimientos superiores. Ello demuestra el éxito de la propuesta curricular de Educatodos, diseñado de acuerdo a las necesidades de los participantes y de la comunidad, con lo cual contribuye significativamente al mejoramiento del nivel educativo de la población, y por tanto al desarrollo del país.

En Educatodos se concibe la evaluación como un proceso continuo que demanda una continua revisión para ajustarlo a la aplicación del currículo. La sostenibilidad de esta modalidad innovadora depende de su credibilidad, y ésta, a su vez, se basa en la evidencia del aprendizaje de los participantes y el impacto que tiene en el desarrollo del país. El informe incluye recomendaciones para asegurar que la evaluación continúe desempeñando con eficiencia este papel.

1. Evaluation to assure program quality

1.1 Educadores description and its development strategy

1.1.1 Educadores: an innovative educational strategy

In order for countries to develop their economic capacity and human potential, it is essential for their population to complete basic education to ninth grade. It's estimated that in Honduras approximately 1,600,000 youth and adults have not studied beyond the sixth grade. Seventy-five percent of Hondurans have not completed 7th grade.¹ The Secretary of Education fights to reduce this breach but this process will take years.

Through an alternative model of service delivery, Educadores offers to youth and adults the opportunity to complete the third cycle of basic education (7th - 9th grade) with an integrated curriculum that is enhanced by the teaching of English and the development of community projects. This curriculum, delivered through audio and printed learning materials, makes use of the existing infrastructure of the country. Volunteer facilitators with diverse academic backgrounds help implement the program in the learning centers. The objective is to respond to the demand for basic education both in a reduced time frame and at a lesser cost than traditional education systems, in order to allow Honduras to join the globalization process with a more developed human resource.

In November 1999, Educadores initiated an alternative education experience in order to extend its basic education services to the third cycle, 7th, 8th and 9th grade, with the purpose of improving the quality of education for the Honduran population. Through a special reconstruction project financed by the United States Agency for International Development (USAID) working with the Honduran Ministry of Education, a curriculum was designed and implemented to help educators and young Hondurans in their efforts to recuperate from the devastating effects on the national education system caused by the Hurricane Mitch. The goal of the project is to allow the population of Honduran youth to acquire the knowledge and skills necessary to contribute to the socioeconomic and productive reconstruction of the country.

The development and implementation of the 7th - 9th grade program is the result of the joint efforts of a team of Honduran educators with the technical assistance of USAID through the Improving Educational Project (IEQ II- Honduras).

¹ Program for the Reform of Education in Latin America and the Caribbean (PREAL). **Quedándonos atrás. Un informe del progreso educativo en América Latina.** Informe de la Comisión Internacional sobre Educación, Equidad y Competitividad Económica en América Latina y el Caribe. 2001.

1.1.2 Alternative delivery services

Keeping in mind that the *Educatodos* program is designed to provide education services in areas without access to the traditional education services, education centers such as those located in areas with high illiteracy rates as well as those which were affected by Hurricane Mitch were chosen for the project. These learning centers are found in a diverse range of environments. The experience gained in these diverse environments will prove invaluable as *Educatodos* responds to the education needs of the country and expands nationally. The facilitators represent human resources available in the areas of the country where *Educatodos* is implemented. People with secondary education, diverse technical or university degrees, and the desire to work as volunteers to support their communities were identified and recruited as facilitators. Each of these individuals received training in the methodology used in the program. This training along with the support of the program promoters and coordinators guarantees the quality of the education process.

1.1.3 Network of support

Educatodos' principal strategy is to establish a support system for the project made up by existing local organizations. As a result, the *Educatodos* centers are situated in a variety of locations such as factories, micro enterprises, NGOs, governmental installations, municipalities, vocational centers, penitentiaries, and schools. All of these learning centers have signed a cooperating agreement. A variety of local resources are utilized as meeting places for the learners: rural homes, school and vocational training centers, government offices, NGO's offices, community centers and factories.

Educatodos is based on volunteerism and optimizes the existing local human resources. Consequently, a network of alliances with the private and business sector has been developed which has resulted in expanding the coverage of basic education in Honduras.

The *Educatodos* support network initiated with relationships formed through the first through sixth grade program. New alliances formed through the seventh through ninth grade program strengthen this network, which in turn opens education opportunities to different sectors of the population. With this expansion, important sectors of the economically active population have access to education in their work locations. This is advantageous to the development of the Honduran workforce as a whole.

Educatodos has a decentralized structure for promoting, monitoring and ensuring quality of education at the local learning center level. Each department has at least one departmental coordinator named by *Educatodos* who coordinates and manages all of the regional operations and coordinates with the Departmental Ministry of Education. Each department also has municipal promoters appointed by the Ministry of Education who organize new learning centers and supervise the existing

learning centers. Both the departmental coordinators and the promoters actively participate in the *Educatodos* activities.

1.1.4 Legal authorization of *Educatodos*

August 1, 1995, the Honduran National Congress issued the decree 185-97, published in *La Gaceta* March 7, 1998, which officially established the agreement between the United States Agency for International Development (USAID) and the Honduran government to create the project #522-0388 funded by a US donation to work through the Ministry of Education to assist with the Basic Education for All Adults (*Educatodos*) project.

The Secretary of State's Education Office issued the March 2, 2002 agreement number 1328-SE-200. It states:

1. The certificates obtained by the people who pass first through sixth grade or level of the *Educatodos* program will be officially recognized.
2. The different grades or levels of study are equivalent to the corresponding grade levels in the traditional education system.
3. Those people who have passed the *Educatodos* sixth grade or level as well as those who have passed the 7th or 8th grade or level are authorized to matriculate into the next grade level in Basic Education Centers, or middle schools and other institutions providing basic education.
4. Those students who have passed 9th grade are authorized to matriculate into all available secondary education programs.
5. The agreement goes into effect the day after it is published in the *Diario Oficial La Gaceta*.

The founding agreement for the IEQ II Honduras project was signed December 21, 1999 as part of the hurricane Mitch reconstruction agreement between Honduras and the United States. Signed by the President of the Republic, the ambassador of the United States, and several Secretaries of State, this agreement establishes in its articles that the Ministry of Education agreed to:

- IV. Assure that the Ministry of Education's curriculum department cooperates in the 7th through 9th grade curriculum development.
- V. Adopt the 7th through 9th grade curriculum developed under this program and apply it to all traditional and alternate education delivery systems in the Honduran educational system.
- VI. Collaborate with USAID and its contractors with sustainability strategies for the program.
- VII. Officially recognize the agreements and procedures relating to this program (acquisition of materials, tests, etc.) made between the Ministry, the departmental and district representatives of the ministry of education, and NGOs

and private businesses, as long as they are valid and follow the ministry requirements.

VIII. Provide, through the Ministry of Education, initial sets of texts and audio learning materials to new organizations and groups implementing the *Educadores* program.

XI. Assure that the Secretary of Education personnel at the departmental and district levels cooperated with the contractors, the NGOs, and businesses and private sector organizations that are active in the education programs financed under this activity.

1.1.5 The curriculum and program of study

The guidelines that orient the program of study for *Educadores*' 7th - 9th grade basically come from the curriculum guide for the third cycle of education as outlined in the following Ministry of Education documents:

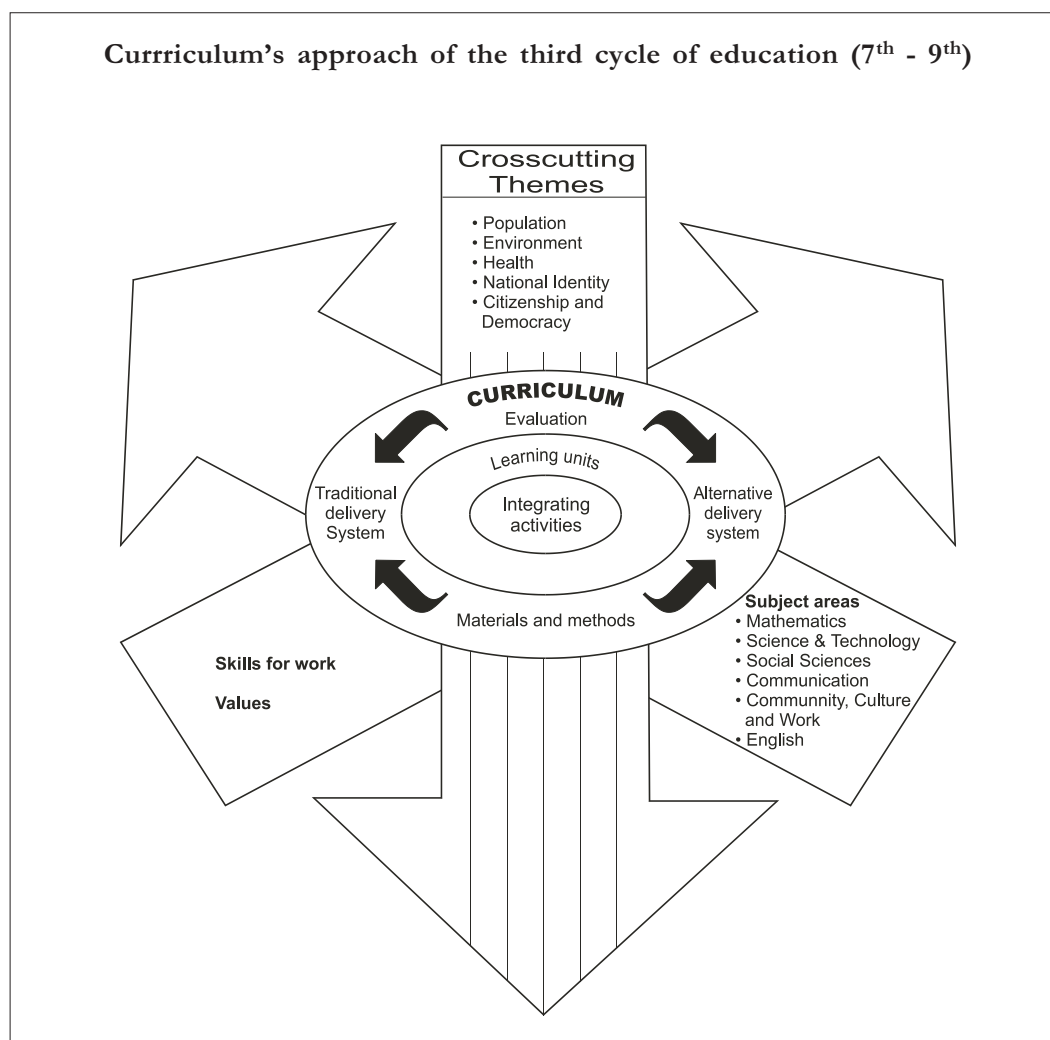
- Document 1: Accomplishments of the Integrated Curriculum by Crosscutting Themes, Areas, and Grades. March 1999
- Document 2: Evaluation Indicators by Subject Areas and Grades. March 1999.
- Document 3: Description of Contents by Subject Area and Grade. March 1999.

Other sources used in the elaboration of the program included the *Currículo Integrado de Educación Básica* (a proposal of the National Counsel of Education, 1996-1999), the *Propuesta para la Transformación de la Educación* (presented at the *Foro Nacional de Convergencia-FONAC*), and the document, *Transformación del Sistema Educativo en Honduras*, both prepared by the Secretary of Education in 2000.

Following the Ministry of Education guidelines, a curriculum map with basic performance standards in the four fundamental areas, mathematics, communication, science and technology, and social science, was created for *Educadores*. In each area, the basic performance standards described in the above documents focusing on the concepts and content most pertinent to the daily lives of the *Educadores* participants were chosen.

The program is based on the five crosscutting themes, which reflect the essential issues faced by the participants in their daily lives. These themes were chosen through discussions with the key players in the national education field. The themes: population, environment, health, national identity, and citizenship and democracy serve as the base of the program's curriculum for each grade. These themes are placed into the context of the participants' daily lives.

Additionally, work skills and values are incorporated into each of the crosscutting themes, and, community projects are developed. This process can be seen in the following figure:



1.1.6 Curriculum structure

Each grade in Educator's curriculum includes the integrated program with the five crosscutting themes, the English program, and the development of projects. Each theme is made up of units that contain a series of integrated activities. The activities start out with "A: This is our challenge" which includes "What are we going to learn?" Then, "B: Learning more about this subject" in which basic concepts are developed. This is followed by "C: Applying what we have learned". The activities end with "D: Valuing what we have learned." Each activity is divided up in daily lessons that are called *jornadas de aprendizaje*.

The English program has a separate set of texts and audiocassettes. Each grade level has four English units. The daily lessons are called “Expeditions”. There is a quiz, “My Progress”, after approximately every 10-15 Expeditions and an institutional test following each unit.

In the third component of the program, the participants develop individual or group projects, which promote the participants’ personal development. They design and implement a variety of projects such as: community projects (home gardens, environmental clean-up campaigns, reforestation projects, poultry projects, etc.) and cultural projects (e.g., patron saint town fairs, organizing folkloric dance groups or theater productions, etc.).

1.1.7 Assessment of learning to support the curriculum

The Educator curriculum is strengthened by the evaluation component that is incorporated at various points throughout the program. In the integrated program, each lesson has different exercises, there are short quizzes at the end of each unit, and at the end of each cross cutting theme there is an institutional test. These exercises, quizzes and tests help the participants and the facilitators in various ways.

- The exercises (both individual and group) in each lesson foster active learning and self-evaluation.
- The quizzes at the end of the unit, called “Integration and Evaluation Lessons”, serve as a review of the unit’s learning objectives. The participants have the opportunity to consolidate their learning, and receive help in the areas in which they have questions or difficulty. Each assessment lesson starts with an orientation given by the audio and individual exercises. They continue with a group discussion that is followed by the audio providing correct responses and outlines for evaluating the more open themes. In order to receive credit, the participants correct their completed responses in their texts, notebooks, and / or work portfolio.
- The integration and evaluation lessons not only allow the participants to practice and reinforce their learning, but they also serve a diagnostic purpose. The participants can identify their strengths and weaknesses, and the facilitators can identify both the participants who need additional help and those who can help their fellow learners. The participants having difficulty can receive this help during their lessons or outside of the regular meeting time, which ever is most beneficial to them. Also, these short quizzes provide proof of learning and help motivate and strengthen the participants’ confidence. Finally, the process assures that the participants have the correct information in their notebooks that help them better prepare for the institutional tests.
- The institutional tests are given at the end of each crosscutting theme. There are at least two versions of each test. These reflect the curricular objectives of the crosscutting theme and include a balance of mathematics, communication, science and technology, and social science test questions. The participant prepares for and completes the test individually. Afterwards the facilitator grades the test,

registers the grades and shares the results with each participant. These tests are meant to encourage study, evaluate the learning process with set criterion, and assure that the program is having the desired impact on the learners.

The English program follows a similar process with evaluation to support learning embedded in every element of the program. There are exercises in each one of the expeditions, or sets of lessons, and a quiz after every 10-15 of these expeditions. These test lessons are called “My Progress”. An institutional exam is given at the end of each of the four English units at each grade level.

1.2 Evaluation strategies to guide development

1.2.1 Overview of the strategy

The strategy for the design and development of the 7th - 9th grade curriculum, as well as the implementation of the pilot program, were strengthened by intense formative evaluation efforts. That is to say, all of the process was evaluated and the information gained from these efforts was used to make decisions conducive to achieving a program that would be efficient in its implementation and effective in producing learning outcomes. The development of the curriculum side-by-side with a pilot implementation, prior to implementation at a national level, is what guaranteed that the learning materials that were produced carried out the programs curricular objectives.

Likewise, the formative evaluation permitted the program developers the opportunity to study the efficacy of the curriculum as it was being written and implemented. With work samples obtained from participants in the pilot centers and reports of the performance of participants, the writers of the texts and the trainers who worked in the field were able to identify the areas of difficulty of the participants and the facilitators. Adjustments were made to improve the correspondence between the entry-level abilities of the participants and curriculum expectations.

This type of interplay is crucial to the development of effective curriculum. When curriculum materials and instruction are too difficult, participants become frustrated and lose interest. When the materials are too easy, participants become bored and question the utility of the time spent. Evidence based on empirical investigations of learning² suggests that for efficient learning to occur, the majority of instruction and instructional materials (more than 90%) should be familiar or known by the learner. No more than 10% of the information and skills being introduced should be new. Thus, to assure the quality and efficiency of the program that was being developed, it was important to have on-going information about the skills of target

² For example, Cahalan, 2002; Denham & Lieberman, 1980; Shearer & Homan, 1994.

participants and to strive to match instruction to the skills and experiences of the participants. The 7th grade pilot provided the vehicle. To better gauge participant entry skills, IEQ-Honduras commissioned a study conducted by the External Evaluation of Educational Quality Unit (UMCE: *Unidad Externa de Medición de la Calidad de la Educación*) of the National Pedagogical University “Francisco Morazán”. The purpose of the study was to assess the basic academic skills in Spanish and math of entering participants in the 7th grade pilot program. Results of this investigation paired with on-going formative evaluation of experiences in the field informed program development and assured the quality of the program.

1.2.2 Entry-level study

Until recently, little was known with certainty about the entry-level skills of persons likely to participate in the program. The target population includes adults who have been out of the educational system for years and even decades as well as young people who have only recently completed 6th grade. A recent large-scale national investigation of primary school students in Honduras conducted by UMCE had concluded, “The academic performance for all of the student population participating in the study in Spanish and Mathematics in third and sixth grade reflects low levels of learning. The level of mastery in the basic competencies that were evaluated is insufficient (Spanish 42.62%; Mathematics 35.10%).”³

With these results in mind, it was suspected that the range of entry skills would be great with considerable variability between and within participants in terms of literacy and numeracy skills.

In order to better target the difficulty level of the new curriculum, a subcontract was awarded to UMCE. The purpose was to conduct a study of the entry skills of participants in the 7th grade pilot centers of *Educadores*. The study focused on mathematics and communication (including performance tests of reading and writing) and included relevant curriculum objectives from 2nd - 6th grade as well as newly identified objectives for 7th grade. In selecting the curriculum objectives from 2nd - 6th grade, the study focused on the lower primary level curriculum objectives that are prerequisite to later learning and relevant to the remedial needs of entering par-

³ Unidad Externa de Medición de la Calidad de la Educación. (1998b). **Informe de Resultados del Rendimiento Académico en Español y Matemática: Tercero y Sexto Grados**. Tegucigalpa, Universidad Pedagógica Nacional “Francisco Morazán”. P. 129

⁴ Unidad Externa de Medición de la Calidad de la Educación. (2000a). **Informe de Rendimiento Académico en Español: Programa Educadores - IEQ II**. Tegucigalpa, Universidad Pedagógica Nacional “Francisco Morazán”.

Unidad Externa de Medición de la Calidad de la Educación. (2000b). **Informe de Rendimiento Académico en Matemáticas: Programa Educadores - IEQ II**. Tegucigalpa, Universidad Pedagógica Nacional “Francisco Morazán”.

ticipants. These data were collected and profiles of the strengths and weaknesses were prepared and shared with curriculum developers and other stakeholders.⁴

1.2.3 Evaluating and monitoring the quality of assessment tools

Evaluation and assessment activities within the curriculum support learning and provide evidence of learning impact. The pilot provided a means for monitoring the quality of these strategies as they were developed while the results of the exercises and tests provided another on-going source of feedback for program developers. Institutional tests were administered at the end of each crosscutting theme and corresponding unit of English. The tests were designed to reflect the curriculum. For example, in the integrated program the focus was on measuring subject area competencies within the context of the crosscutting theme. The test development and monitoring processes assure the on-going quality of the institutional tests. Table 1 provides a diagram of the process that was used to prepare the original parallel forms of the tests and outlines the steps needed to extend this process. The first column identifies the activity, the second column describes the process used in developing the initial versions of each test, and the third column indicates the activities that change or are repeated in preparing subsequent new versions of the test. The intent is to develop and maintain items banks composed of items with established evidence of reliability and validity for each area tested. At this point initial versions (at least 2 versions per institutional test) of all tests have been developed for the integrated program. Tests for 7th grade were pilot tested and analyzed. Tests for 8th and 9th grade are still in the initial validation process.

Table 2 provides the results of item analyses of tests used in 7th grade in 2001 including data from both pilot and expansion centers. Internal consistency reliability was calculated for each test form using Cronbach's alpha. The range in reliability coefficients was from .81-.90, indicating high internal consistency. In general, performance on the tests yielded an average of about 35 out of the maximum of 50, or approximately 70%. This level of difficulty is appropriate for identifying participants reaching mastery of the basic concepts in the theme or *eje*. There is an exception with form B of the test covering Health. This test was too difficult. The evaluation team analyzed the items on this and the other tests to identify items that were functioning well (e.g., correlated with overall performance) and those that suggested that the item was flawed. They also used the analyses to identify the areas of major difficulty for the participants.

In the initial development of the tests it was difficult to estimate or project the level of difficulty of the tests. The 7th grade pilot program provided an opportunity to field test preliminary versions at a few centers and make revisions where necessary before applying the tests in all pilot and expansion centers. Similar field-testing will be required for the remaining 8th grade tests and the 9th grade tests. For the current 7th grade program, the evaluation unit used item data from the prior administrations to estimate and adjust the difficulty level of the tests being developed for use in 2002. This same process will be applied for subsequent versions of all of the tests.

Table 1: Elaboration of the process used to create institutional tests

Activity	Initial Process	Following the Pilot—Repeated for each new administration
Analysis of the Curriculum	1. Analysis of the curriculum, objectives and content for each subject area (math, communication, social sciences, and science & technology); analysis of the text and audio, especially the lessons designed for integration and assessment.	12. Analysis of any changes in the curriculum;
Plan the Structure of the Test (create table of specifications)	2. Discuss together the curriculum (with representatives from each subject area) and design a table of specifications for the test that reflects the curriculum and indicates the number (approximate points) and kind of items to be used in constructing parallel forms of the test.	13. Adjust the table of specifications in accord with any changes in the curriculum; Review prior tests and item analyses; eliminate or change items that functioned poorly in previous administrations.
Develop the items (questions)	3. Draft items and discuss them in groups in order to improve them and confirm the following: <ul style="list-style-type: none"> • The items assess skills of application, analysis, synthesis, interpretation, and comprehension (not just knowledge or rote facts); • The skills that are assessed are integrated with the content of the <i>enje</i> (e.g., measuring reading comprehension using passages that reflect the context that is the focus of the <i>enje</i>); • Every item has a correct response or criteria for evaluating the response; The items have relevance to the lives of the participants; • The instructions are very clear (the item evaluates the objective rather than the skill of interpreting the instructions) • An estimate of the level of difficulty of the test suggests a balance—the test is neither too difficult or too easy but reflects the range of skills in the curriculum 	14. Draft new items in accord with the table of specifications and test plan. Work in groups to improve the items.
Assemble the tests according to the plan	4. Distribute the items to create draft versions of the test; confirm that the number of points assigned to each subject area conforms to the table of specifications and that the total number of points one each test is equal to 50.	15. Repeat step 4

Table 1: (continuation)

Activity	Initial Process	Following the Pilot—Repeated for each new administration
Prepare draft versions of the tests and the guides for grading them	5. Prepare the layout for draft versions of the test using the agreed upon format and general instructions	16. Repeat step 5
Solicit feedback and incorporate suggestions	6. Distribute drafts to curriculum specialists for review and feedback; analyze feedback and incorporate changes as needed.	17. Repeat step 6
Pilot test	7. Observe and monitor administration of the test in pilot sites; identify any problems and make changes if necessary.	18. Repeat step 7
Administration	8. The facilitators administer the tests, grade them, and forward them to <i>Educadores</i> together with a table of the results.	19. Repeat step 8
Analysis of Items and Tests	9. Select samples of tests from a variety of centers and conduct the following analyses: <ul style="list-style-type: none"> • Verify the quality of the grading by facilitators; • Enter item data into excel for each form administered from a sample of tests (more than 100 tests representing different types of centers); calculate item difficulty (the percentage of participants responding correctly) • Transfer the data to SPSS and calculate test reliability and conduct additional item analyses. 	20. Repeat step 9
Item Bank	10. For each grade level and <i>aje</i> , prepare an electronic bank of the items and the data corresponding to each item (objective assessed by the item, difficulty level, etc.)	21. Add new items to the item bank and update the bank to incorporate item data for re-used items in the bank
Prepare and distribute a brief report of the test findings	11. Analyze the results for each subject area, and identify participant strengths and weaknesses. Share results with technical advisors and trainers.	22. Repeat step 11

Table 2: Results of analyses of initial versions of institutional tests for seventh grade (includes pilot and expansion centers)

Institutional Tests	Form	Sample Size	Mean (0-50)	Standard Deviation	Reliability	Number of Items
Population ¹	A	171	36.63	9.81	.90	41
Environment	A	374	35.68	8.28	.81	43
Environment	B	337	34.29	7.78	.83	43
Health	A	119	34.30	7.35	.84	49
Health	B	116	29.73	7.80	.85	52
National Ident. & Citizenship and Dem.	A	374	34.24	8.29	.85	40
National Ident. & Citizenship and Dem. ²	B	334	32.73	8.28	.86	46

¹ In the first year of the program, only one form of the test for Population was developed.

² In the first year, the tests for the 4th (National Identity) and 5th (Citizenship and Democracy) *eyes* were combined. Subsequently distinct tests have been created for each *eye*.

1.2.4 Evaluation of third cycle's implementation

Through the pilot centers and later the 7th grade expansion centers, evaluation of program implementation was on-going with the intent of perfecting the program methods, materials and strategies. This process of progressive improvement was realized through feedback activities within the program as well as activities oriented towards analyzing the achievements reached at the end of the pilot phase.

Monitoring matriculation: When participants register, their matriculation data are forwarded to *Educadores* for entry into a data base of registrants. In July 2002, an integrated electronic information system was introduced in *Educadores* to better manage and utilize available data. The system links matriculation, desertion, transfer and completion data and facilitates monitoring of program implementation. Information on participants and facilitators (e.g., age, gender, educational and employment background, etc.) and centers (e.g., type of center, facilities, access to resources, etc.) is collected in the field and sent to *Educadores* for entry in the database. On a pilot basis, this database is being used to generate record-keeping sheets with pre-printed names for use in the field for recording and submitting grades and subsequently for preparing the official registers and certificates. All data entered in the system are linked and aggregate data have been and are being used to describe the characteristics of centers and participants and to track program effectiveness associated with different program variations (financial incentives for facilitators, type of center, etc.).

Baseline study: At the beginning of the 7th grade pilot, interviews of all participants and facilitators were conducted to gather information regarding their educational, economic, and familial backgrounds. Data were entered into a baseline database and participants and their performance were tracked throughout the 7th grade. From these data, various profiles were generated to describe variations in the participants and facilitators attracted to the program. Regular analysis of this information provided a dynamic view of the program's effectiveness. In addition, it provided valuable insights relevant to planning for more widespread program implementation.

Field validation of learning materials: Program learning materials were field tested at distinct points in their development corresponding to and guiding specific aspects of their production. This field-testing, prior to implementation on a national scale, made it possible to make decisions oriented towards improving the materials and their use in the context of their development.

The validation of the curriculum materials and approach was conducted through center visits by multidisciplinary teams of curriculum developers, scriptwriters, trainers, production staff and members of the evaluation team. Their overall goal was to collect formative feedback on how the program was being implemented and the appropriateness of the program to participant skills, interests, and circumstances. De-briefing sessions were held following the visits to share observations and findings with colleagues.

Evaluation of “customer satisfaction” and perceptions: During the pilot, interviews and surveys were used to assess participant reaction to or satisfaction with the program. The purpose of these investigations was to incorporate the perspective of the participants in the development of the curriculum through analyses of the opinions of participants, facilitators, community members, sponsoring agencies or patrons, and so on. Small ‘action research’ style studies were conducted to follow up with special issues such as soliciting explanations from a sample of dropouts, identifying and following up on centers with relatively strong or weak performance on the institutional tests, and so on. Brief summary reports were shared with project personnel and stakeholders.

In addition to the small ad hoc studies, a more systematic qualitative study of the seventh grade experience was conducted using interview and focus group methodology⁵. The investigation provided a rich description of the various types of centers, clearly identifying the defining characteristics that didn't vary across centers and those variations that seemed to be affecting program implementation and impact. Particularly compelling for program developers was the perceived impact of the program on participants' lives.

Selected case studies: During the pilot, three special case studies were conducted to probe deeper into variables affecting program success. One study focused on the

⁵ Barriga, Patricio. **Estudio cualitativo del séptimo grado de Educatodos. IEQ II - Honduras.** Serie “Experiencias para una Educación de Calidad” N.º 5. Tegucigalpa, 2002.

impact of *Educadores* on the lives of women participants⁶. Another focused on the implementation of *Educadores* in the business setting—the perceptions and impact of employers and employees/participants⁷. The third study investigated the characteristics, attitudes, and motivations of the volunteer facilitators⁸. The topics of these studies were identified as potentially offering important perspectives relevant to the kind of 7th - 9th grade educational alternative that was being developed with the intent of more widespread implementation. The purpose was to understand better the relationship between the content and methods being employed in the *Educadores* program and the characteristics of the participants and the community. As anticipated this information supported the on-going program development and is being used by all of the components of *Educadores* in the planning, design, and expansion of the program to a national scale.

2. Certification of the achievement of the participants

Participants participating in the IEQ/Honduras *Educadores* program expect to acquire skills appropriate to 7th - 9th grade and to receive formal credit for their achievement. To receive this certification participants must demonstrate mastery of the curriculum and provide various types of evidence to support and document what they have achieved in each domain.

Some educational programs in Honduras and other countries base certification decisions on the results of an end-of-year exam. There are several disadvantages to this approach. One disadvantage is that the participants don't receive grades or credit for their achievement until the end of the program. Another concern is that the decision is based solely on one form of evidence, possibly without sufficient depth. Finally, this method fails to take advantage of the opportunity for assessment to reinforce the learning process.

A more innovative approach—one that is more robust and that takes advantage of the pedagogical value of assessment—is to base certification decisions on several forms of evidence, collected throughout the learning process. In this case, evalua-

⁶ Tábora, Rocío. **El impacto de Educadores en la vida de las mujeres. Una lectura cualitativa desde la perspectiva de género. IEQ II - Honduras.** Serie “Experiencias para una Educación de Calidad” N.º 3. Tegucigalpa, 2002.

⁷ Del Cid, Adolfo. **Impacto de Educadores en la producción y en las condiciones de vida de los participantes. IEQ II - Honduras.** Serie “Experiencias para una Educación de Calidad” N.º 4. Tegucigalpa, 2002.

⁸ Van Steenwyk, Ned. **Los facilitadores voluntarios de Educadores. IEQ II - Honduras.** Serie “Experiencias para una Educación de Calidad” N.º 2. Tegucigalpa, 2002.

tion of participant learning becomes a continuous process of accumulating evidence to motivate and document learning. Participants who are struggling or need additional support are identified early and all participants have on-going feedback on their success in the program.

In the 7th - 9th grade *Educados* program, the certification plan combines “continuous assessment” evidence obtained during the day-to-day program with “summative” evidence obtained from tests administered at the end of major themes (*ejes*) during each grade. In this way, certification of each participant is based on his/her performance in three key elements of the program. 1) **Continuous assessment:** during the program there are group activities and individual assignments that the participants must complete as well as at the end of each unit in the integrated program or block of 10 English lessons (Expeditions) there are individual assessment quizzes and exercises (*Jornadas de Integración y Evaluación* and *My Progress Expedition*). 2) **Institutional assessment:** consists in summative evaluation tests (*Pruebas Institucionales*) prepared by *Educados* and administered during the program following the development of the each *eje* and unit of English. 3) **Projects:** Each participant must complete successfully two community or personal development projects. Projects can be completed individually or in teams. Participants receive a grade for each of the five major theme areas (*ejes*), a grade for English, and a grade for the two projects. For the *ejes* and English, continuous assessment and institutional assessment weigh equally in the decision with 50% of the grade coming from elements of continuous assessment and 50% coming from the summative test results.

2.1 Criteria for continuous assessment

The emphasis in continuous assessment is formative and on-going. Through a variety of evaluation activities there is a continuous flow of information to the participants about their learning and success in the program. As they interpret and apply what they are learning to their own lives through the activities in the program they enrich and deepen their learning. Daily experiences provide opportunities for self-evaluation and for co-evaluation in teams. Responsibility for learning within the *Educados* program rests largely with the participants themselves. Participants work individually and in small groups in their centers and they depend upon one another for feedback and support in their learning. While the materials and audio provide a structure, it is the participants who must interact with the audio, materials and one another to facilitate the acquisition and enhancement of new skills. The participants are responsible also for maintaining a portfolio (this could be a binder, bag, or box) of their work.

Regular attendance with active participation make up one aspect of continuous assessment. Embedded within each lesson are individual and group assignments. Participants are directed by the audio to discuss their responses and to make sure that the responses in their notebooks are correct. There are also activities to be

completed after the lesson is over. Participants demonstrate active participation in the program during the classes and by maintaining a portfolio of their completed work. Facilitators keep a record of daily participation and periodically review the portfolio.

The other main aspect of continuous assessment takes the form of end-of-unit review exercises or quizzes. At the end of each unit or block of English lessons (about 10-15 lessons) there are class sessions devoted to providing participants with a means to check their learning and to document their progress. In the integrated program, these lessons are called *Jornadas de Integración y Evaluación* and they include individual activities representing the major concepts that were taught in the lesson. Typically there are several math problems, a reading comprehension exercise using a topic and vocabulary from the unit, and a writing exercise asking the participants to interpret some data or apply some new knowledge from the lesson. In English, there are expeditions that take the form of quizzes and are called “My Progress.” These short tests are administered entirely via audio in 7th grade and by text and audio in subsequent grades. Through these various assessment activities, participants have an opportunity to self evaluate their acquisition of the skills and content. Facilitator guides and the audio provide guidelines for evaluating participant responses. In the integrated program, the audio emphasizes the criteria to look for in written work and asks participants to use the small working groups to help participants evaluate and improve their work. These completed exercises are included in participant portfolios.

For both the integrated program and for English, continuous assessment makes up 50% of the final grade. Of this 50%, 20% is allotted for active participation, 20% for the end of unit quizzes, and 10% for the participant’s work portfolio.

2.2 Criteria for institutional evaluation

Periodically during the program for each year, summative tests are administered to participants. Exams correspond to completion of each of the five major themes (Population, Environment, Health, National Identity, and Citizenship and Democracy). The *Educadores* Evaluation Unit in partnership with IEQ developed the initial versions of tests for the Integrated Program (at least 2 parallel forms per test). As mentioned earlier, item banks for each of theme areas have been developed and are being maintained and updated with each new administration.

Institutional tests are administered by the facilitator and supervised by personnel from the Evaluation Unit of *Educadores* and the field promoters and coordinators. Scoring of the institutional tests is done at the local level. Facilitators are provided with answer keys for objectively scored parts of the test as well as specific criteria for evaluating the more open-ended questions. Once scored, tests are returned to *Educadores* where samples of tests are checked to identify any scoring inconsistencies and to assure that facilitators are scoring the tests correctly.

An institutional test for English is administered via audio following each of the tests for the integrated program. English tests (at least 1 form and cassette per test) have been developed. The tests focus primarily on listening and reading comprehension and to a lesser degree on writing. Because the facilitators are not usually proficient in English, the facilitators guide provides all possible responses and little or no knowledge of English is required to grade the exams.

2.3 Certification

Participants receive seven grades at the end of each grade level (7th, 8th, and 9th grade), one for each of the 5 cross cutting themes (*ejes*), one for English, and one for the community and personal projects component of the program. To pass the grade level, participants must receive at least 60 points out 100 in every one of the 7 elements. Below is a table summarizing the elements used to make certification decisions and the corresponding percentage of points that each element represents.

Following each institutional test, participants receive a report summarizing their performance (for an example of the report, see Annex 1. Those who fail to achieve a passing grade for the *eje*, must first recover all points available through continuous assessment. Participants are encouraged to improve their portfolios, to complete and correct the exercises in the end of unit quizzes, and to listen to the tapes from missed classes and complete the exercises in order to receive credit for active participation for these lessons. Participants who still lack the required 60 points are then given the opportunity to take a make-up institutional test. At this time, make-up tests are only available for the integrated program. Since the final English grade is the average of the grades for the four units, participants are encouraged to recover lost points from continuous assessment and through improved performance in subsequent English units.

Every participant who receives a passing grade in all 7 areas (5 *Ejes*, English, and the projects) is eligible to receive certification from the Honduras Secretary of Education that he/she has successfully completed the grade. The facilitator records the grades and forwards them to *Educadores* where they are then entered into the database and submitted to the Office of the Secretary. Participants receive an official certificate from the ministry.

Table 3: 7th - 9th grade certification criteria

Themes (Ejes)	Continuous Assessment	Institutional Test	Final Grade
Population	50 points	50 points	100 points
Environment	50 points	50 points	100 points
Health	50 points	50 points	100 points
National Identity	50 points	50 points	100 points
Citizenship and Democracy	50 points	50 points	100 points
ENGLISH	In the English program there are 4 units per grade level. Each unit is graded with 50 points maximum for Continuous Assessment and 50 points maximum for the Institutional Test. The final grade for English is the average of the 4 unit grades.		100 points
COMMUNITY AND PERSONAL DEVELOPMENT (PROJECTS)	Participants complete at least 2 projects per grade level. Each project is worth 100 points and the final grade for projects is the average.		100 points

3. Evidence of learning impact

3.1 Results of internal monitoring

The evaluation unit from *Educadores* has the responsibility to oversee and monitor the learning process, as well as collect and analyze the results of all components of the assessment process including the institutional tests. They compare results across different kinds of centers to identify patterns of matriculation, dropout, pass/fail rates, and performance on the institutional tests. They prepare tables summarizing their findings and share the results with various stakeholders such as the *Educadores* leadership and advisory groups, field personnel, policy makers in the Secretary of Education, and so on.

Table 4 illustrates one such table. It presents a summary of the matriculation data for the 7th grade program for 2000-2001. It also includes performance outcomes for participants. In the top part of the table, data are aggregated by type of center. Results from pilot centers that began in spring of 2000 and ended in November of 2001 (holding classes 3 times per week while the materials for 7th grade were being

developed) are compared with results from the expansion centers that started in January 2001 and ended in November 2001 (classes were held 5 days per week). Consolidated matriculation is defined as those participants who register for the program and complete the 10 introductory lessons whereas final matriculation refers to participants who register for the program and are still participating at the time of the first institutional test. Participants who left the program after the application of the first institutional test and did not transfer to another *Educadores* center were considered “dropouts” regardless of the reason for leaving (health, low motivation, economic necessity, etc.)

It can be seen from the data in Table 4 that the dropout rate in the pilot centers was substantially higher than the rate found in the expansion centers. Based on interviews conducted as part of a small tracer study of participants who dropped out, the main reason given for dropping out was the long duration of the program. Most participants who enrolled in the 7th grade pilot hoped to complete the program within the year. Instead, classes were scheduled for only 3 times per week to coincide with production and delivery of the materials.

By contrast, included in the table are data from the vocational centers (pilot and expansion). Although these data were included in the means for pilot and expansion centers, they have been disaggregated to illustrate differences in patterns of performance between the various types of centers. The level of dropout in these centers is very low, only 6%, indicating that the participants who begin the program tend to finish the program. Perhaps one reason is that students in the vocational centers are there to improve their work opportunities and *Educadores* contributes to this goal. Another possible reason is that the facilitators in the vocational centers tend to be trained teachers. These possible explanations need further investigation.

Tables 4 and 5 provide data on the numbers of participants passing and failing in each type of center. These data indicate that regardless of the type of center, the success rate of participants who stayed in the program and were evaluated was very high. Overall, fewer than 3% of these participants received failing grades. It's likely that participants who didn't or couldn't maintain the minimum level of performance during the program dropped out before completing the program.

Table 5 provides average performance on the 5 ejes and English by center type and then disaggregated for vocational centers. Average grades for pilot centers and vocational centers were fairly stable over the course of the program. The slight decline is unlikely to be meaningful. By contrast, in the expansion centers average grades on the final ejes were approximately 10 points lower than grades for the first eje and performance is 7 points below that of the pilot and disaggregated vocational centers. This trend is consistent with the slight decline in mean scores evidenced on the institutional tests. Follow up looking specifically at the breakdown of the grades in terms of the continuous assessment components should help in understanding the decline more fully.

Table 4: Results of final evaluation seventh grade 2001

Type of Center	Number of Centers	Consolidated Matriculation	Final Matriculation	Dropouts	Evaluated	Passed 7th Grade	Failed 7th Grade
Pilot	22	394	271	123 (31%)	271	267	4
Expansion	93	2520	2104	416 (17%)	2104	2069	35
Total	115	2914	2375	539 (18%)	2375	2236	39
Vocational	16	721	678	43 (6%)	678	661	17

Table 5: Results of final evaluation seventh grade 2001

Type of Center	Number of Centers	Evaluated (N)	Average Performance by Theme (Eje)					English
			Population	Environment	Health	National Identity	Citizenship & Democracy	Average of 4 English units)
Pilot	22	271	81	82	77	79	79	81
Expansion	93	2104	83	82	81	72	72	81
Total	115	2375	83	82	81	72	72	81
Vocational	16	678	82	82	78	79	79	81

3.2 External evaluation

An effective program produces significant learning gains in the participants. To obtain an independent evaluation of the learning impact of the newly developed curriculum, a subcontract was awarded to UMCE to conduct an external evaluation study comparing participant entry performance (pretest or baseline) to their performance at the end of the 7th grade program (post test) and to compare end of program performance with the end of 7th grade performance of students in traditional schools. UMCE developed test questions based on the Scope and Sequence for 7th Grade. These questions were administered to participants in the seventh grade pilot program at the beginning of the program along with the questions from the entry-level study. The combination constituted a baseline or pre-test. This same combination (questions from the entry level study and the 7th grade pretest) was used as a post test.

In October and November of 2001, at the conclusion of the 7th grade program, the researchers from UMCE returned to the pilot centers to assess learning impact. Participants from the baseline study were followed and tested again. In addition, samples of participants from expansion centers of *Educadores* and students from traditional schools were administered the post test as well to allow comparison of performance across programs. In general, students from the traditional schools were selected from the same communities where the *Educadores* centers were located.

The results of the external evaluation conducted by UMCE include pre-post comparisons for the participants from the pilot centers and post test only comparisons of three groups of students completing 7th grade: *Educadores* pilot centers, *Educadores* expansion centers and regular schools. Differences were evaluated for statistical significance and described qualitatively with reference to the curricular objectives covered by the tests.

Findings from this investigation include:

- At the end of 7th grade, participants from *Educadores* demonstrated similar and in some case better performance on measures of Spanish and Mathematics as students in the regular schools. *Educadores* achieved these results in spite of having fewer resources—less school time and volunteer facilitators in place of trained teachers.
- Specifically, the performance of the participants from the *Educadores* pilot centers was significantly better than the performance of the participants of *Educadores* expansion centers and of the students from the traditional schools. In general, differences between the students from expansion centers and the traditional schools were not significant.
- An analysis of the longitudinal performance of *Educadores* participants from the pilot centers at the beginning and end the 7th grade program indicates that their performance improved significantly in each of the tests and levels that were administered: Spanish and Mathematics for 4th, 6th, and 7th grade levels.
- In Spanish, the majority of the participants began the pilot program with partial mastery of the competencies evaluated in the 3 levels of the tests. At the conclusion of 7th grade, 67% of the participants achieved full mastery of the competencies corresponding to 4th grade, 46% achieved mastery of those associated with 6th grade, and 22% reached full mastery of the skills associated with 7th grade.
- In Mathematics, the majority of the participants began the pilot program with partial mastery of the competencies associated with 4th grade; at the end, 53% achieved full mastery. With reference to the competencies associated with 6th grade, at the beginning of the program, 44% were at the non-mastery level and 53% were at partial mastery. By the end of 7th grade, although the majority improved, only 6% achieved full mastery of the competencies corresponding to 6th grade. On the test covering 7th grade mathematics competencies, 76% of the participants began at the non-mastery level and only 2% achieved mastery by the end of 7th grade.

- Looking specifically at those participants who began the *Educadores* program with very low performance, the majority improved in both Spanish and Mathematics. Although in general these participants failed to reach a mastery level of the competencies that were evaluated, they benefited from the program in terms of improved skills.

In reviewing these results it is important to note the difference between the pedagogical method used in the *Educadores* program and the orientation of the UMCE tests. Although both the UMCE tests and the *Educadores* program are based on objectives provided by the Republic of Honduras Secretary of Education, *Educadores* uses an integrated program in which the major academic subject areas are integrated and covered in the context of themes whereas the UMCE tests evaluated the subject areas of Mathematics and Spanish in distinct tests. These results provide evidence to counteract the arguments of those who might have doubts about the efficacy of an integrated approach.

4. Conclusions and recommendations

This report described the evaluation process that was used to support development of the *Educadores* 7th - 9th grade program and to measure its initial impact. As the program continues and expands, evaluation has a dynamic role to play in this process. Although the development of the instructional materials has been completed, evaluation to support instruction and certification is never completed. The sustainability of the program depends on the program's credibility (and accreditation), which ultimately is based on evidence of learning and evidence of the impact of the program on the lives of participants and their communities.

Two factors will be key in assuring the continued availability of evidence to support program credibility. The first is the maintenance and support of the recently upgraded system of information that allows rapid analysis of the factors that impact the quality of the program. Full advantage should be taken of the capacity to identify exemplary centers and factors that support successful outcomes as well as failing or struggling centers and factors that impede success.

The second factor that will be key in the future success of the program is the continued support of evaluation to monitor and certify learning including the maintenance of item banks for measuring learning. Programs fail if there is insufficient faith in the process of assuring the learning of those receiving certification. *Educadores* has the technical foundation to lead the way in monitoring learning effectively. This technical expertise should be applied within *Educadores* (especially in the lower grade levels) and shared with other personnel in the Secretary of Education to enhance capacity within Honduras to use evaluation and assessment to support learning.

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ANNEX

Annex: Sample individual register of grades (report card)

Cuadro N° 4

REPÚBLICA DE HONDURAS
SECRETARÍA DE EDUCACIÓN
DIRECCIÓN DEPARTAMENTAL DE EDUCACIÓN
PROGRAMA EDUCATODOS

REGISTRO INDIVIDUAL DE EVALUACIÓN 7º, 8º Y 9º GRADO DE EDUCACIÓN BÁSICA

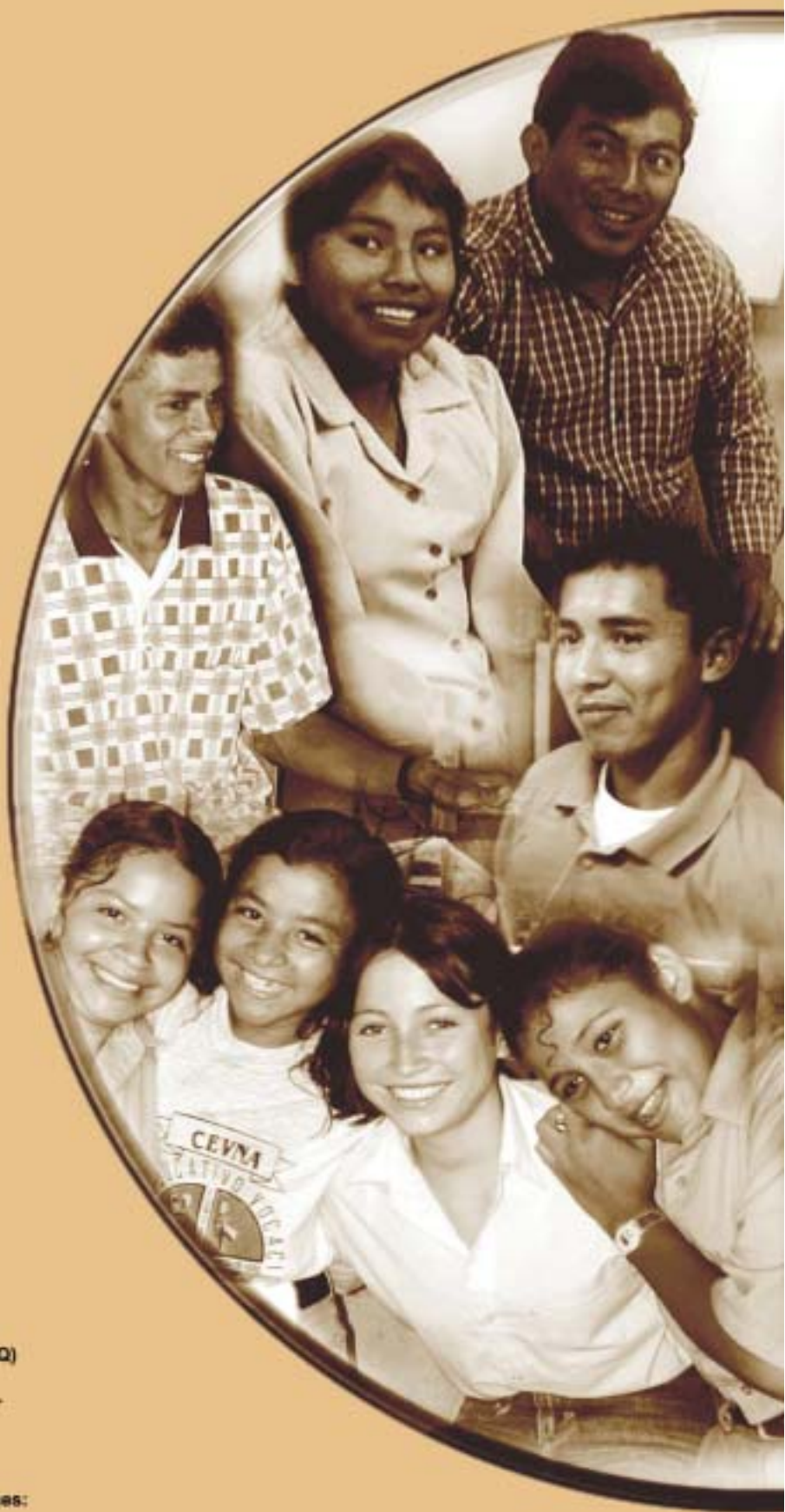
Nombre Completo del Participante Sandra Carolina Fernández Subillón Identidad 1611-1982-00416 Grado 7º Grupo 1
Nombre Completo del Centro Esmeraldas del Saber Lugar Ovacamaya Municipio Guatula
Departamento Santa Bárbara Código Facilitador Mario A. Moncada

EJES INGLÉS ÁREA DE DESARROLLO PERSONAL Y COMUNITARIO	EVALUACIÓN CONTINUA				Prueba Institucional (50 puntos)	Nota Total (100 puntos)	Nota Cualitativa	Firma del Facilitador	Fecha	Observaciones
	Asistencia y Participación Activa (20 puntos)	Jornadas de Integración y Evaluación - Pruebas de Progreso (20 puntos)	Carpeta de Trabajo (10 puntos)							
Población	20	20	10		48	98	S		22/5/02	
Ambiente	20	20	10		45	95	S		20/5/02	
Salud	18	19	10		50	97	S		4/7/02	
Identidad Nacional	20	20	10		48	98	S		26/7/02	
Ciudadanía y Democracia	20	20	9		49	98	S		30/8/02	
Área Desarrollo Personal y Comunitario			Promedio			88	MB			
Inglés I	20	20	10		50	100	S		22/5/02	
Inglés II	20	20	10		49	99	S		20/5/02	
Inglés III	20	20	10		50	100	S		4/7/02	
Inglés IV	20	20	10		50	100	S		30/8/02	
Promedio de Inglés						100	S			

Proyectos de	Proyecto 1 <u>Compartamos los Juegos Tradicionales</u>	Nota <u>84</u>
Desarrollo Personal y Comunitario	Proyecto 2 <u>Conociendo la Salud Alternativa</u>	Nota <u>92</u>
Promedio	<u>88</u>	

Nombre del Facilitador Mario A. Moncada

Firma Mario A. Moncada



IEQ es una actividad de la
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Desarrollo Internacional

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Contrato No. HNE-1-808-97-00029-00



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En colaboración con las siguientes instituciones:
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